

## COMMON ERRORS OF CONNECTOR IN WRITING PARAGRAPH

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**Abstract:** Second year students of English department in IAIN Bengkulu were still faced a lot of difficulties in learning English. Most of them still have difficulties in understanding grammatical rules and because of their lack understanding of writing English especially in using connector. They were still unable to write a good paragraph, even the smaller unit like a sentence correctly. This research was a case study, the objective of the study were to find out the common error of connector, the dominant error of connector in students writing paragraph and To find out the factors that caused error of connector in students writing paragraph. The researcher used descriptive qualitative research design, it was used to get the description about connector by analyzing, interpreting, and concluding. In this case, the researcher aimed to find out about the common errors of connectors particularly in using coordinate, subordinate, and correlative connectors made by students in writing paragraph. The object of this research was the the fourth semester students of English department in IAIN Bengkulu in the academic year 2014/2015. 19 students were taken as the respondent by using purposeful random sampling. The data were collected by using students written paragraph and an interview, then the researcher interpreted all the data and found that the most common errors of the fourth semester students of English department on IAIN Bengkulu in their writing paragraph was coordinate connector and which was occurred 57,8 % from the total number of error. The errors of connectors were identified based on "Writing Academic English" book written by Oshima and Hoque. From the total number of error in this study, the researcher found that 21,05 % of error was stringy sentence, 26,31 % was unparalleled, 15,78 % was comma splice, and 36,84 % was miss function. So the dominant factor of connector error in writing paragraph that made by the fourth semester students of English department on IAIN Bengkulu was caused by miss function of connector. The result was relevant with the interview, where the students admitted that the factor of error in using connector was because they has lack knowledge about connector and its functions. moreover the students were not taught specifically about connector by the teacher.

**Keywords:** Error, Connector, Writing Paragraph

### BACKGROUND

Writing is commonly considered as the most difficult skill to learn and a hard work for almost everyone. It is due to the skills involved in writing are highly complex. There are some aspects of writing that should be known in order to write well like mechanical, organizations of ideas, and grammar. It should be given a certain stress by a teacher in transferring the knowledge to the students because it is not only needs experience but also

some aspects including the understanding of grammar, punctuation, spelling, coherence and so on.

In writing, someone does not only have to master how to write properly, but also know how to connect between two clause correctly into phrases, sentences, and paragraph, because the use of right connector of ideas is needed to make readers understand the messages precisely. A connector is a little word used to join together two or more clause, phrase or single word.

Students have not properly developed the skill in writing. So far it has been observed by the researcher on unstructured interview result with the English department students and the teacher concerning on students' writing comprehension; the students admitted that they faced some difficulties in writing paragraph and essay especially in connecting their idea between clauses, phrases or even single word, the teacher also found that the students of English at under graduate level seem to have not acquired competence in writing skills.

Moreover, Students commit the errors repeatedly in using the target language, despite they have known about connectors but some of them still make errors in using it into their paragraph. For example in this sentence: *He buys a new motorcycle, she buys a new car.* This sentence is **incorrect** because the first independent clause and the second independent clause only connected by comma. This sentence must be connected by connector to make it correct. The appropriate connector that must be used in this sentence is *and*. Such as: *He buys a new motorcycle and she buys a new car.*

A connector is a little word used to join together two or more clause, phrase or single word. When there are two clauses in an English sentence, it must be connected by the most appropriate connector in order to write a good sentence. Types of connectors is divided into three, coordinate connector, subordinate connector, and correlation connector.

The aim of the study is to examine the written errors in paragraph, especially in using of connectors. With the increasing number of foreign language classrooms today, the role of error analysis can be regarded as a device for the learner in order to learn. Researcher will provide the empirical evidences pointing to emphasis on learner errors as an effective means of improving language of students and the study of error is part of the investigation of the process of language learning.

### **The Function of Connectors in Writing**

According Baack in Hidayah (2014), writing is a form of communication to deliver thought or to express feeling through written form. In written English, when there are two clauses in English sentence, it must be connected by the most appropriate connector between them in order to write a good sentence. A connector is a little word used to join together two or more clause, phrase or single word. Words go together in a grammatical way to make sentences. Sentences can be combined to form compound and complex sentences.

A group of sentences that go together to talk about an idea is called a paragraph, it is made by a number of related sentences that develop an idea. A well written paragraph contains five elements: a topic sentence, supporting sentence, a concluding sentence, unity and coherence. Written language is divided into paragraphs to distinguish one main idea from other main ideas. Therefore the connector is very important because the function of connectors is to make connection between ideas so the reader can be easy to understand what the writer express in their paragraph, essay or even the other kind of written English.

## Kinds of Connectors

Types of connectors is divided into three, they are: coordinate connector, subordinate connector, and correlation connector.

### I. Coordinate Connectors

Coordinate connector means that the clause, phrase or words joined together are of the same type as each other. Linguistic call such words which join items of the same type 'coordinate connector'. The kinds of coordinate connectors such as *and*, *or*, *but*, and, *so*.

**Table 1.** *Types and the Function of Coordinate Connector.*

| Types of connectors | The function             |
|---------------------|--------------------------|
| <i>And</i>          | To add other idea        |
| <i>Or</i>           | To offer a choice        |
| <i>But</i>          | To show an opposition    |
| <i>So</i>           | To show cause and effect |

Examples:

#### 1. Connecting idea with *and*

When *and* connects only two items within a sentences, no commas are used. When *and* connects three or more items in a series in a sentence, commas are used. It is used to add other idea.

Examples:

- a) I saw a rabbit and a bird.  
In this sentence, *and* connects two nouns, so comma is not used.
- b) I saw a rabbit, a bird, and a fish.  
In this sentence, *and* connect three or more nouns, so commas are used
- c) I cut vegetables *and* wash fruits.  
In these sentences, no commas are used because *and* connect only two verbs (cut + wash).
- d) My pen is blue and black.  
In this sentence, *and* connects two adjectives ( no commas are used)

e) My pen is blue, black, and red.

In this sentence, *and* connects three adjective (commas are used). When *and* connects two sentences, a comma is usually used.

**Correct:** He drives a motorcycle. She drives a car.

Two complete sentences or independent clauses are separated by a period, not a comma.

**Incorrect:** He drives a motorcycle, she drives a car.

It is incorrect because it has a comma between the two independent clauses.

**Correct:** He drives a motorcycle, *and* she drives a car.

When *and* connects two independent clauses, a comma is usually used.

## 2. Connecting idea with *but*

This connector is used to show opposition.

Examples:

a) I went to the library but didn't read a book.

In this sentence, no commas are used because *but* connects incomplete sentence (didn't read a book).

b) I looked for my dictionary, but I couldn't find it. **Correct**

In this sentence, comma is used because *but* connects two complete sentences.

## 3. Connecting idea with *or*

This connector is used to offer a choice.

a) You can stop or continue.

In this sentence, no comma is used because *or* connects incomplete sentence.

b) I will go to Bali, or I will go to Bandung.

Comma is used because *or* connects two complete sentences.

## 4. Connecting idea with *so*

*So* always connects two complete sentences, so comma is used. It is used to show cause and effect.

Examples:

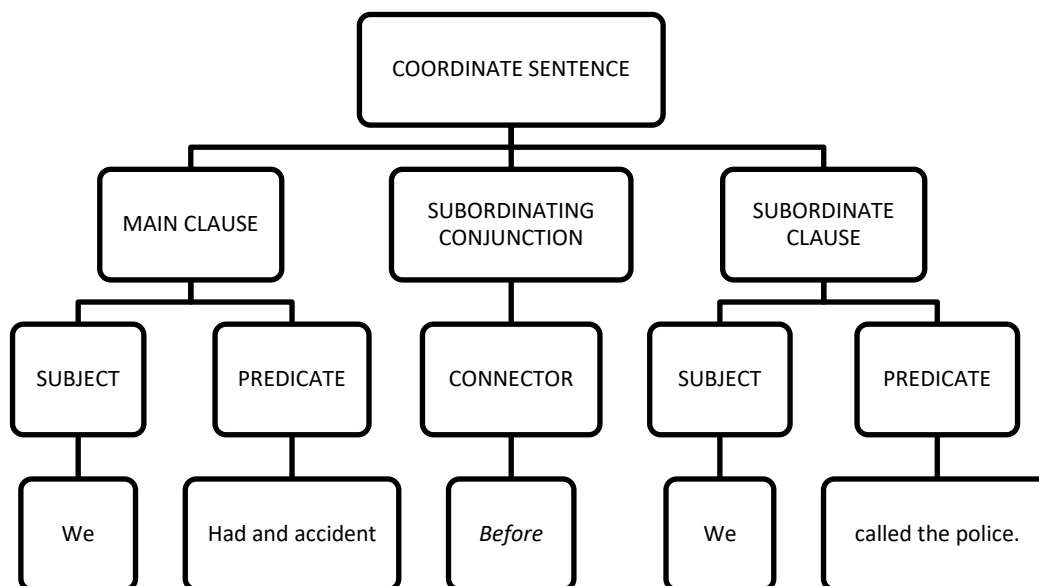
a) It was raining, so I took my umbrella. **Correct**

## II. Subordinate Connectors

Subordinate connectors is the connectors that connect two clause, main clause and sub clause in such way as to make one grammatical dependent upon the other. The notion that sentences can consist of more than one clause for example:

**Graphic 1.** Example of Subordinate Connector.

*We had an accident before we called the police.*



The first clause (*We had an accident*) can stand alone as an independent proposition. Whereas the other clause (*Before we called the police*) cannot stand alone as an independent proposition. Though it can and does function as part of a longer narrative [*When did you have an accident?— Before we called the police*] in which it is logically subordinate to *We had an accident*. The clause that cannot appear alone as written is the subordinate clause. In this sentence case is connected by “*Before*” as a subordinate connector.

The most common used subordinate connectors include the following: *after, before, when, during, as, until, as soon as, as long as, by the time, since, while, wherever, for, in order that, because, because of, so that, as a result, therefore, then, if, otherwise, even if, even though, although, despite, and nevertheless*.

In addition, Subordinate connectors have some useful function such as, indicating time, indicating place, indicating purpose, cause and effect, consequence, condition, and contradiction. Here are the function of each connector:

**Table 2.** *Types of Subordinate Connectors and The Function.*

| THE FUNCTION              | TYPES OF CONNECTORS   |
|---------------------------|---|
| <b>Indicate time</b>      | <i>After, before, when, during, as, until, as soon as, as long as, by the time, since, the first time, while.</i>                         |
| <b>Indicate place</b>     | <i>Where, in which, wherever.</i>   |
| <b>Indicate purpose</b>   | <i>in order that, in the effort of, in the hope that.</i>   |
| <b>Cause and effect</b>   | <i>Because, because of, due to, due to the fact that, such that, so that, why, owing to the fact that, inasmuch as, now that, since.</i>  |
| <b>Consequence</b>        | <i>Consequently, accordingly, so, as a result, therefore, thus, then.</i>   |
| <b>Indicate condition</b> | <i>If, only if, otherwise, or else, as if/ as though, when, even if, wishing that, in case, in the event that, provided that, unless.</i> |
| <b>Contradiction</b>      | <i>Even though, although, though, despite, in spite of the fact that, nevertheless.</i>   |

### Correlative Connectors

Correlative conjunctions are pairs of conjunctions that cannot stand by themselves. A set of correlative conjunctions is usually located within the same sentence, and if not, each one from the pair is located in separate but closely related sentences. They may be used to join two basic sentence patterns or two parallel element of any kind. They are: either...or; neither...nor; both...and; and not only... but also. These connectors show opposition of idea or message.

### Error and Mistake

It is quite difficult to decide that the learner in trying to acquire the language wrongly called error or mistakes in process learning the target language. In linguistics, it is considered important to distinguish errors from mistakes. A distinction is always made between errors and mistakes where the former is defined as resulting from a learner's lack of proper grammatical knowledge, whilst the latter as a failure to utilize a known system correctly.

An error is a deviation from accepted rules of a language made by a learner of a second language. Such errors result from the learner's lack of knowledge of correct rules of the target language. If the learner does the same thing twice or more wrongly, it is called error. Errors reflect gaps in learner's knowledge; they occur because the learner does not know what is correct. Mistake reflects occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows. Meanwhile, if the learners does the thing once wrongly and for the next is right, it is called

mistake. The mistake occurs if the learner fails to use a system correctly which actually has been known by them. This failure is caused by inconvenience performance of the learner but the learner will be able to correct it automatically.

Purwati (2012) stated that a mistake is frequently made by both native speakers and second language learners. However, native speakers are generally able to correct themselves quickly. Such mistakes include slips of the tongue and random ungrammatical formations. On the other hand, errors are systematic in that they occur repeatedly and are not recognizable by the learner. They are a part of the learner's interlanguage, and the learner does not generally consider them as errors.

Futhermore, Cited from Ellis (1994) Corder stated that an error take place when the deviation arise as a results of lack knowledge, it represents a lack of competence. A mistake occured when learners fail to perform their competence.

In conclusion, error occur if the learner does not master the system completely yet, so in using that system they will use it wrongly even though it is used twice or more, that failure is unable to correct by themselves. On the other hand, mistakes can be self-corrected with or without being pointed out to the learner.

### **The Causal of Error in Using Connectors**

In "Writing Academic English" book written by Oshima and Hoque explained that there are some sentence problems that made errors in using connectors:

#### **1. Unparallel**

Parallel means that each item in a list or comparison follows the same grammatical pattern. For example, if the first item is a noun, write all of the following items as nouns also. Coordinate connectors is to join together equal expression. If it joins unequal expression, the connector will be error which is called unparallel.

#### **2. Comma Splice**

This error happens when clauses, phrases or words are incorrectly joined by a comma without connector.

#### **3. Stringy Sentences**

Stringy sentence is a sentence with too many independent clauses and usually connect with connectors.

#### **4. Miss Function**

The book "Writing Academic English" written by Oshima and Hoque explained about the function of each connector. There are some function such as indicate time, indicate place, indicate purpose, cause effect, consequence, indicate condition and contradiction. If connector is used inappropriate with the function or two connectors in same function, it will be called by error.

## RESULTS

The researcher has found a number of errors in the paragraph that has made by the fourth semester students of English Department in IAIN Bengkulu that will be discussed in the *Table, 7. Frequency of error* and *Table, 9. Findings of error*, and will be more explained in the discussion.

In this research, the researcher has found there were 3 times error of *and*, 1 time error of *Not only... But also* in the topic "Cause and effect of Car Accident"; 6 times errors of *and*, 2 times error of *so*, 1 time error of *if*, 1 time error of *which* in the topic "Cause and effect of Floods"; 2 times error of *and*, 2 times error of *Because*, and 1 time error of *Until* in the topic "Cause and effect of Poverty in a Big City". The errors of connectors were identified based on "*Writing Academic English*" book written by Oshima and Hoque. This book explained about some errors in using connectors such as unparallel, comma splice, stringy sentences, and miss function of connector through English sentences.

### I. The Frequency of Connectors Usage

The researcher analyzed the students' paragraph and the researcher found the number of connectors used by the students. As described in the following table:

**Table 8.** Result of the Frequency of Connector Usage.

| No | Types of Connectors | Frequency of Connector Usage Based on the Topic |              |         | Total Usage |
|----|---------------------|---|--------------|---------|-------------|
|    |                     | Floods  | Car Accident | Poverty |             |
| A  | <b>Coordinate</b>   |   |              |         |             |
| 1  | And                 | 40  | 15           | 12      | 67          |
| 2  | But                 | 1   | 1            | 4       | 6           |
| 3  | Or                  | 7   | -            | 5       | 12          |
| 4  | So                  | 2   | 3            | 1       | 6           |
| B  | <b>Subordinate</b>  |   |              |         |             |
| 1  | After               | -   | 1            | -       | 1           |
| 2  | Before              | -   | -            | -       | -           |
| 3  | When                | 1   | -            | 1       | 2           |
| 4  | During              | -   | -            | -       | -           |
| 5  | As                  | 3   | -            | 1       | 4           |
| 6  | Until               | -   | -            | 1       | 1           |
| 7  | As...as             | -   | 1            | -       | 1           |
| 8  | By the time         | -   | -            | -       | -           |
| 9  | Since               | -   | -            | -       | -           |
| 10 | The first time      | -   | -            | -       | -           |
| 11 | While               | -   | -            | -       | -           |
| 12 | Where               | -   | -            | -       | -           |



|    |                           |   |   |   |    |
|----|---------------------------|---|---|---|----|
| 13 | In which                  | 2 | 3 | 2 | 7  |
| 14 | Wherever                  | - | - | - | -  |
| 15 | In order that             | - | - | - | -  |
| 16 | In the effort of          | - | - | - | -  |
| 17 | In the hope that          | - | - | - | -  |
| 18 | Because                   | 4 | 2 | 6 | 13 |
| 19 | Because of                | - | - | - | -  |
| 20 | Due to                    | - | - | - | -  |
| 21 | Due to the fact that      | - | - | - | -  |
| 22 | Such that                 | - | - | - | -  |
| 23 | So that                   | - | - | - | -  |
| 24 | Why                       | - | - | - | -  |
| 25 | Owing to the fact that    | - | - | - | -  |
| 26 | In as much as             | - | - | - | -  |
| 27 | Now that                  | - | - | - | -  |
| 28 | Since                     | - | - | - | -  |
| 29 | Consequently              | - | - | - | -  |
| 30 | Accordingly               | - | - | 1 | -  |
| 31 | So                        | - | - | - | -  |
| 32 | As a result               | - | - | - | -  |
| 33 | Therefore                 | - | - | - | -  |
| 34 | Thus                      | - | - | - | -  |
| 35 | Then                      | 3 | 1 | 1 | 4  |
| 36 | If                        | 6 | - | 1 | 7  |
| 37 | Only if                   | - | - | - | -  |
| 38 | Otherwise                 | - | - | - | -  |
| 39 | Or else                   | - | - | - | -  |
| 40 | As if / as though         | - | - | - | -  |
| 41 | When even if              | - | - | - | -  |
| 42 | Wishing that              | - | - | - | -  |
| 43 | In case                   | - | - | - | -  |
| 44 | In the even that          | - | - | - | -  |
| 45 | Provided that             | - | - | - | -  |
| 46 | Unless                    | - | - | - | -  |
| 47 | Eventhough                | - | 1 | 1 | 2  |
| 48 | Although                  | - | - | - | -  |
| 49 | Though                    | - | - | - | -  |
| 50 | Despite                   | - | - | - | -  |
| 51 | In spite of the fact that | - | - | - | -  |
| 52 | Nevertheless              | - | - | - | -  |

|                    |                        |           |           |           |            |
|--------------------|------------------------|-----------|-----------|-----------|------------|
| <b>C.</b>          | <b>Correlative</b>     | -         | -         | -         |            |
| <b>1</b>           | Either .....or         | -         | -         | -         | -          |
| <b>2</b>           | Neither..... nor       | -         | -         | -         | -          |
| <b>3</b>           | Not only..... but also | 1         | -         | 1         | 2          |
| <b>4</b>           | Both..... and          | -         | -         | -         | -          |
| <b>TOTAL USAGE</b> |                        | <b>70</b> | <b>28</b> | <b>38</b> | <b>136</b> |

As could be seen from the table above, there were 16 kinds of connectors used by the students in making a paragraph. They were; (1) Coordinate: *and, but, or, and so*; (2) Subordinate: *after, when, as, until, as .... as, in which, because, according, then, if, eventhough*; and (3) Correlative: *not only....but also*.

Connector *and* was occurred 67 times, *but* 6 times, *or* 12 times, *so* 6 times, *after* 1 time, *when* 2 times, *as* 4 time, *until* 2 Times, *as ... as* 1 time, *which* 7 times, *because* 13 times, *accordingly* 1 time, *then* 5 times, *if* 7 times, *eventhough* 2 times, and *not only...but also* 2 times. From the table above, connector *and* was the largest one from number of usage. It indicated that the student more often used *and* to connect words, phrases, or clauses in making the essay but not all of them used it correctly.

## II. The Frequency of Error

After analyzing students paragraph, the researcher found that there were 19 times error of connectors occurred or 13,9 % from the 136 total usage in the paragraph that has made by the fourth semester students of English department on IAIN Bengkulu in academic year 2014/2015 where the error will be explained into the following table:

**Table 9.** Result of the Frequency of Error.

| No        | Theme of Paragraph                | Types of connector          | Types of Error    |            |               |                | Total    |
|-----------|-----------------------------------|-----------------------------|-------------------|------------|---------------|----------------|----------|
|           |                                   |                             | Stringy Sentenc e | Unparallel | Comm a Splice | Miss functio n |          |
| <b>1.</b> | Cause and effects of car accident | <i>Coordinate And</i>       | 1                 | -          | 1             | 1              | <b>4</b> |
|           |                                   | <i>Coordinate So</i>        | -                 | -          | -             | -              |          |
|           |                                   | <i>Subordinat e Because</i> | -                 | -          | -             | -              |          |
|           |                                   | <i>Subordinat e If</i>      | -                 | -          | -             | -              |          |
|           |                                   |                             |                   |            |               |                |          |

|                          |  |  |          |          |          |          |           |
|--------------------------|--|--|----------|----------|----------|----------|-----------|
|                          |  | <i>Subordinate Until</i>                 | -        | -        | -        | -        |           |
|                          |  | <i>Subordinate which</i>                 | -        | -        | -        | -        |           |
|                          |  | <i>Correlative Not only.... But also</i> | -        | 1        | -        | -        |           |
| <b>2.</b>                | Cause and effects of floods                | <i>Coordinate And</i>                    | 2        | 1        | 1        | 2        | <b>10</b> |
|                          |  | <i>Coordinate So</i>                     | 1        | -        | -        | 1        |           |
|                          |  | <i>Subordinate Because</i>               | -        | -        | -        | -        |           |
|                          |  | <i>Subordinate If</i>                    | -        | -        | -        | 1        |           |
|                          |  | <i>Subordinate Until</i>                 | -        | -        | -        | -        |           |
|                          |  | <i>Subordinate which</i>                 | -        | 1        | -        | -        |           |
|                          |  | <i>Correlative Not only.... But also</i> | -        | -        | -        | -        |           |
| <b>3.</b>                | Cause and effects of poverty in a big city | <i>Coordinate And</i>                    | -        | 1        | 1        | -        | <b>5</b>  |
|                          |  | <i>Coordinate So</i>                     | -        | -        | -        | -        |           |
|                          |  | <i>Subordinate Because</i>               | -        | -        | -        | 2        |           |
|                          |  | <i>Subordinate If</i>                    | -        | -        | -        | -        |           |
|                          |  | <i>Subordinate Until</i>                 | -        | 1        | -        | -        |           |
|                          |  | <i>Subordinate which</i>                 | -        | -        | -        | -        |           |
|                          |  | <i>Correlative Not only.... But also</i> | -        | -        | -        | -        |           |
| Total frequency of Error |  |  | <b>4</b> | <b>5</b> | <b>3</b> | <b>7</b> | <b>19</b> |

From the table above, the most common error of connector is coordinate connector which occurred 13 times or 68,4 % from the total number of error. and the most common causal of error is *miss function* which occurred 7 times or 36,8 % from the total number of error.

### Finding of Error

**Table 10.** Result of the Finding of Error.

| Types of connectors      | Types of error   |   |  |   |
|--------------------------|--|---|--|---|
|                          | Stringy sentences  | Unparallel  | Comma splice   | Miss function   |
| Coordinate<br><i>And</i> | They are human errors <del>or</del> the driver <del>and</del> road condition <del>as well as</del> weather (8)   | Such as the biggest island; <u>Java island.</u> <u>Sumatra island.</u> <del>jakarta city.</del> etc (11)  | Such as the biggest island; <u>Java island.</u> <u>Sumatra island.</u> <del>jakarta city.</del> etc (11)                               | All of these condition support car accident <del>and</del> the final effect of it is human death (8)                      |
|                          | The floods has many effects for our life, <del>it is</del> roads <del>and</del> highway damaged, house damaged <del>or</del> destroyed <del>and</del> diseases spread <del>and</del> communication (bus / train) cut off <del>or</del> slowed down (3) | Its' all <del>because</del> low education, low morality, <del>and</del> <del>not</del> have lustrous. (9) | The second one <del>are</del> the roads condition such as; hills, a bend in the road, <u>the slick road, the hole in the road.</u> (8) | The people want to go to their <del>official</del> is late <del>and</del> there are too many vehicle damaged (11)         |
|                          | The effects of floods are roads <del>and</del> highway damaged, house damaged diseases spread, <del>and</del> communication (bus / train) cut off (11)   |   | In my city, there are some problem such as; illness, large families, low wages, <u>unemployment, gambling.</u> (4)                     | <del>it caused</del> the road <del>and</del> highway damaged <del>and</del> vehicle often get accident on the street (11) |

|                               |   |
|-------------------------------|---|
| Coordinate<br><i>So</i>       | <u><del>So</del> water cannot<br/>flow <del>and</del> up in<br/>house of public<br/>society. (3)</u>  |
|                               | <u><del>So</del> water cannot<br/>flow <del>and</del> up in<br/>house of public<br/>society (3)</u>   |
| Subordinate<br><i>because</i> | It all <del>because</del> low<br>education, low<br>morality, and not<br>have lustrous.<br>(9)   |
|                               | They are also<br>difficult to hold<br>out life. <del>Because</del><br>high level<br>unemployment,<br>decrease<br>readiness water,<br>low wages, illness,<br>and many other.<br>(9)  |
| Subordinate<br><i>If</i>      | The floods can<br>happen <del>if</del> heavy<br>rainfall <del>and</del> in<br>many rubbish in<br>everywhere. (3)  |
| Subordinate<br><i>Until</i>   | They are also<br>difficult to hold<br>out life <i>Because of</i><br>the high level<br>unemployment,<br>decrease<br>readiness water,<br>low wages, illness,<br>and many other.<br><del>Until</del> have many<br>effects for<br>example; high<br>level dead,<br>inadequate<br>clothing,<br>insufficient food, |

|   |   |  |   |   |
|---|---|--|---|---|
|   |   | poor health, and inhabitant few comfort. (9)   |   |   |
| Subordinate<br><i>Which</i>               |   | Heavy rainfall, <i>which</i> is one of the causes of <u>floods</u> , <u>has affected</u> the existence of floods in many cities for example Jakarta. (1) |   |   |
| Correlative<br><i>Not only...but also</i> |   | There is <i>not only</i> the accident people will get disadvantage, <del>also</del> their family will be depress. (10)                                   |   |   |
| Total                                     | 4 | 5  | 3 | 7 |

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